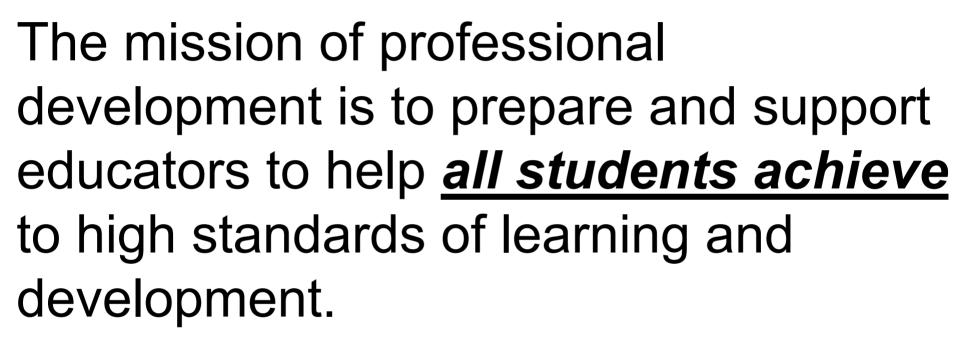
High Quality Professional Development

Federal Programs Conference September 2003



U.S. Department of Education, 1995



Standard 6.7:

"Professional Development is an integral part of the educational program and all school improvement initiatives."

No Child Left Behind

The No Child Left Behind Act brings us two challenges regarding High-Quality Professional Development:

No Child Left Behind

- Each state must develop criteria for identifying High-Quality Professional Development.
- 2. Each state, using 2002-2003 data as baseline, must annually increase the percent of teachers who engage in high-quality professional development.

The Development of Missouri's Definition

- National Staff Development Council's Standards for Staff Development
- Missouri's nine Regional Professional Development Centers
- Core Data
- April 16, 2003 letter

National Staff Development Council

Standards for Staff Development

Context Standards

- 1. Learning Communities: Staff development that improves the learning of all students <u>organizes adults</u> into learning communities whose goals are <u>aligned</u> with those of the school and district. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2, 6.7.5)
- 2. Leadership: Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.5, 6.7.6)
- 3. **Resources:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.6)

Process Standards

- Data-Driven: Staff development that improves the learning of all students <u>uses disaggregated student</u> <u>data</u> to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.4, 6.7.5)
- **Evaluation:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact. (Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.4, 6.7.5)
- 6. **Research-Based:** Staff development that improves the learning of all students prepares educators to <u>apply research to decision making</u>. (Related to MSIP Standard 6.7; Indicators 6.7.2, 6.7.3, 6.7.4)

Process Standards

- 7. **Design:** Staff development that improves the learning of all students uses <u>learning strategies appropriate</u> to the intended goal. (Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.5)
- 8. **Learning:** Staff development that improves the learning of all students applies knowledge about human learning and change. (Related to MSIPStandard 6.7; Indicators 6.7.1, 6.7.2)
- 9. **Collaboration:** Staff development that improves the learning of all students provides educators with the knowledge and skills to <u>collaborate</u>. (Related to MSIP Standard 6.7; Indicators 6.7.2, 6.7.6)

Content Standards

- 10. **Equity:** Staff development that improves the learning of all students prepares educators to <u>understand and appreciate all students</u>; create safe, orderly, and supportive learning environments; and hold high expectations for their academic achievement. (Related to MSIP Standard 6.7; Indicator 6.7.5)
- 11. Quality Teaching: Staff development that improves the learning of all students deepens educators content knowledge, provides them with research based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2, 6.7.3, 6.7.6)
- 12. **Family Involvement:** Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Related to MSIP Standard 6.7; Indicator 6.7.5)

Missouri's Definition

The criteria in three parts.

These criteria were developed with input from teachers, principals, federal programs coordinators, superintendents, and other school personnel who have expertise in quality professional development.

- The following criteria can be used to identify highquality professional development (all seven)
 - 1. <u>actively</u> engages teachers, over time
 - is <u>directly linked to improved student learning</u> so that all children may meet the Show-Me Standards at the proficient level
 - is directly linked to <u>district and building school improvement</u> <u>plans</u>
 - is developed with extensive <u>participation of teachers</u>, <u>parents</u>, <u>principals</u>, <u>and other administrators</u>
 - 5. provides time and other resources for <u>learning</u>, <u>practice</u>, <u>and</u> follow-up
 - 6. is supported by district and building leadership
 - provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity

Some types of activities (at least 1)

- 1. study groups
- 2. grade-level collaboration and work
- 3. content-area collaboration and work
- 4. specialization-area collaboration and work
- 5. action research and sharing of findings
- 6. modeling
- peer coaching
- 8. vertical teaming

Possible topics

(at least one)

- content knowledge related to standards and classroom instruction
- instructional strategies related to content being taught in the classroom
- improving classroom management skills
- a combination of content knowledge and content-specific teaching skills
- the integration of academic and vocational education
- research-based instructional strategies
- strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills
- instruction in methods of teaching children with special needs
- instruction in the use of data to inform classroom practice
- instruction in linking secondary and post-secondary education
- involving families and other stakeholders in improving the learning of all students
- strategies for integrating technology into instruction

Collecting the Data

We think that the best way to see if teachers have engaged in high-quality professional development is to ask them.

The survey

Electronically? Or paper?

- Reflect on PD
- Do any meet the criteria?
- If one activity meets the criteria, fill out survey, submit to principal

Submit to Core Data the number of teachers by building who report engaging in one PD activity during the year that meets the required criteria.

Core Data

- Core Data, screen 19, for the June cycle.
- The data will be gathered by educator and will require a yes/no indication of having engaged in high-quality professional development.

Goal

Each Missouri educator will participate in HQPD each year.

Baseline

- 2002-2003 data
- Develop annual goals to increase the percentage of Missouri teachers participating in HQPD

Resources

- 1. Title I
- 2. Title II.A
- 3. Title II.D
- 4. Title IV
- 5. Title V

- PROFESSIONAL DEVELOPMENT ACTIVITIES USING TITLE II FUNDS MUST MEET THE FOLLOWING CRITERIA -
 - □ Focused on improving student achievement i.e. District needs assessment shows a need for reading improvement. The professional development activity chosen covers improving comprehension skills.

- □ Connected to the district's or building's Comprehensive School Improvement Plan (CSIP) - Activities must be directly linked to the district's CSIP and/or Professional Development Plan.
- Provide the opportunity for active learning and practice of new skills - Activities should allow for hands-on practice of new skills.
- □ Provide the opportunity to learn and share new knowledge and skills in subject content and/or teaching strategies
 - Districts must give the teachers time to learn and share their new knowledge with other teachers and staff in the district.
- □ **Job-embedded and supports instruction** Activities should provide enough training and information to allow the teacher to immediately put into practice the strategies and/or knowledge learned for improved instruction.

- □ Sustained over time, including additional information, time for practice, and sharing of results with colleagues Activities should be continuous including follow-up, additional practice, and time to actually implement the workshop.
- □ Research based and proven effective Activities should be aligned with best practices.
- □ Supported with time and teacher materials for effective implementation Teachers should be provided with the time and materials needed to effectively implement the new strategies learned from these activities.

- Meets the needs of students from historically underrepresented populations - Activities should address meeting the needs of historically underrepresented populations, i.e., girls in upper level math courses, women in administrative positions.
- Evaluated based on its impact on teacher effectiveness and student learning i.e. Districts would spend funds on Reading professional development. Student achievement improves on the communication arts MAP; therefore, the professional development would be considered successful.
- □ CORE AREAS Math, Science, Social Studies, Communication Arts, Health/Physical Education, and Fine Arts

Title II.A Assurance

District assures that all TII.A activities meet the above high-quality professional development criteria.

Questions?



Professional Development

Continuum of Effective PD

MOVING FROM	MOVING TOWARD
Staff wish list	Identified student needs
Individual focus	Focus on group needs
TYNT	Research based practices
Spray & pray workshops	On-going & routine
Awareness level	Skill attainment
How much \$ do we have?	\$ spent on what we need to do
Reacting to requirements	Proactive – leading
Evaluation of activity	Evaluation to meet goals
Passive participation	Active partnership

How do other districts do PD?

- Early releases
- Late starts
- Full day release
- Everybody does their own thing
- Building-wide PD
- District-wide PD
- After school / Saturday / summers
- PDC handles it

Grade or Building Team Planning

- Review Data item benchmarks, MAP results, Terra Nova, Stanford 9, local assessments
- Target PD to fit gaps in student achievement
- Create calendar of PD activities for team
- For each PD date, identify topics and guiding questions to be answered

Staff Development, 2003

- Based on best practice & research
- Based on needs of teachers, learners, and schools
- Encourages lifelong learning for educators
- Driven by long range plan (CSIP/PD plan)
- Planned collaboratively from teachers up
- On-going evaluation
- Linked to student achievement
- Job embedded

What is required for effective professional development??

• <u>time</u> - structure of PD activities & school day

<u>support</u> from administration

- <u>resources</u> T1,T2A, T2D, T4, T5; PD
- <u>long range plan</u> (CSIP & PD plan)
- evaluation plan
- sharing w/ other staff

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Types of PD

- Training
- Observation / assessment
- Development / improvement process
- Study groups
- Action research
- Individually guided activities
- Mentoring

PD Through Study Groups...

- Choose a topic or problem *important* to you or your school/classroom (job embedded)
 - Ask others to join you (collaboration)
- Set a time for an initial meeting and make a commitment (lifelong learning)
- Design a study contract (charter) at your first meeting (stay on task)
- Meet together, work individually, support the process (simultaneous discovery)
 - PREPORT THE RESULTS FOR YOU, YOUR Admin, MSIP

Grade or Building Team Planning

- Review Data item benchmarks, MAP results, Terra Nova, Stanford 9, local assessments
- Target PD to fit gaps in student achievement
- Create calendar of PD activities for team
- For each PD date, identify topics and guiding questions to be answered

Monday, Sept. 15, 2003

Ideas: Look at data from 2nd semester exams

Work with other Communication Arts teachers to plan lessons

Develop scoring guides for _____ unit

Guiding Questions: What is our plan to assist students who are not succeeding?

What services do we offer at what grade levels?

What results are we looking for and what evidence are we gathering to assess our effectiveness in assisting these students??

Discussion results / Actions:

Thursday, Nov. 13, 2003

Ideas: Share differentiated lesson plans, strategies
Review student work/portfolios
Share MAP data (item benchmarks)

Guiding Questions: Have we clarified our expectations for our students?

Do we know what we want all students to know and be able to do?

Do they???

Discussion Results / Actions:

Friday, Feb. 13, 2004

Ideas: Share differentiated lesson plans, strategies Review curriculum for unit

Guiding Questions: What was in the unit we just taught that every student needs to know?

How will we determine if students were ready for this unit?

What teaching strategies/practices were used to teach the unit?

What was in the unit that students would benefit from knowing if we had time to teach it?

What in this unit is insignificant enough that we should not spend time on it?

What do we want students to be able to do as a result of this unit?

How will we know whether students have achieved the intended outcomes of this unit?

Discussion Results / Actions:

Evaluation is the systematic investigation of merit or worth.

Evaluation Is.....

- ongoing
- expectations are explicit
- based on quantitative & qualitative data
- focused on all levels
- considers time & energy
- understandable results

The Sacred Cow Test

"We shouldn't try to do something better until we first determine if we should do it at all."

Dwight D. Eisenhower

Typical Evaluation:

- •were the donuts good?
- •was the coffee hot?
- was the chair big enough for my fanny?
- •did I stay awake?
- •(get the idea????)

Levels of Evaluation:

- 1. Participant's Reactions
- 2. Participant's Learning
- 3. Organizational Support & Change
- 4. Participant's Use of Knowledge
- 5. Student Learning Outcomes

1. Participant's Reaction

- was time well spent?
- did material make sense?
- was the info useful?
- surveys

2. Participant Learning

 did I acquire knowledge or skills intended??

Measure with:

- paper & pencil surveys
- demonstrations

- 3. Organization outcomes:
- •did shared decisionmaking & collaboration increase??
- •were roles for participants expanded??

4. Use of New Knowledge & Skills

 how will I USE what I learned?

Measured with:

- observations, interviews
- questionnaires
- supervisor interviews

5. Impact on Student Learning

- how will this program impact student performance?
- is student achievement improving?

- is attendance improving?
- decreasing number of dropouts?
- are students more confident learners?

Remember – Regroup, revise, re-visit, restructure, revamp, reorganize, reschedule..... just keep evaluating & working to make it fit you, your group, & your identified needs